

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Research Background

Education plays an important role as the guidelines of learning activities in Indonesia. Rachmawati and Madkur (2014) stated that the general statement of the constitution defines curriculum as a set of plans and arrangements that converts the education goals, contents, learning materials, and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set. According to Puskurbuk 2012 (in Retnawati et.al 2016), the curriculum is expected to generate productive, creative, innovative and affective human resources through the competence strengthening in the domain of attitude (spiritual and social), knowledge, and skills. Officially, English Senior high school involves four basic language skills; they are reading, writing, speaking and listening.

According to Patel and Jain (2008 : 113), reading is a very useful and important skill for people. It is a source of joys. Good reading keeps the students regular in reading which provide them with both pleasure and profit. Moreover,

Grabe and Stoller (2013) defined reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Reading is a process of understanding written language. it has some difficulties to be mastered. Firstly, the students get difficulties to answer the questions, especially to find out main ideas and interences. Secondly, the students face some difficulties to paraphrase the texts. Thirdly, they cannot interpret the main idea with specific details. In conclusion, the teacher has to have the best method to make the students understand the text and also can achieve the goal of the teaching learning process.

Dealing with the case, the most suitable method is needed to solve the problems. In addition, the suitable methods in teaching reading does not only help the teacher solve the students' difficulties, but also helps students to make the effective teaching learning process. It is assumed that the methods used by the teacher are suitable for the students to improve their reading ability.

In teaching reading, there are five components that influence the teaching learning process to make an active reading class, such as teachers, students, methods, facilities and environment. The teaching learning process can be done effectively when all of the components support each other to achieve the goal. It will be more attractive if the teacher establish the kinds of methods in the reading class to make the students interested in the teaching learning process and understand the material which is delivered by the teacher.

According to Richards and Rodgers (2001: 19):

Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be

taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

They also stated that method is an overall plan for the orderly presentation of language material, no part which contradicts, and all of which is based upon, the selected approach. Teaching methods is characterised by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students.

Related to the study, Herlina (2004) who studied about the methods of teaching English skills of the first year students at SMUN 3 Probolinggo found that the teacher combined the communicative approach and grammar translation method in teaching reading. Moreover, the research conducted by Nurul (2013) on the methods of teaching English in second grade in the international class at SMP Al-Izzah Islamic Boarding School Batu showed that the method can be used in teaching reading in junior high school level was direct method. The teacher applied the method through three stages, they were pre-teaching activities, whilst teaching activities, and post teaching activities.

Based on the background above, the writer would like to investigate the methods used by the English teacher of SMA Muhammadiyah 1 Malang who teaches reading at the tenth grade class. This study will be different from the previous researchers, who found the methods used by teachers in teaching reading in the Junior High School and Senior High School levels. Since the materials of the reading class in every grade are different, consequently the English teacher might use the different methods in teaching reading. Moreover, the first year

students have different levels before when they studied in Junior High School in teaching learning process, so the writer wants to know their response about the methods used by the teacher in teaching reading.

1.2 Research Problems

Based on the background of the study above, the research problems are formulated as follows :

1. What methods does the English teacher use in teaching reading at SMA Muhammadiyah 1 Malang.
2. How does the English teacher implement the methods in teaching reading at SMA Muhammadiyah 1 Malang.
3. How do students respond toward the methods used by the English teacher in teaching reading at SMA Muhammadiyah 1 Malang.

1.3 Research Objectives

The purposes of this study are stated as follows :

1. To know the method used by the English teacher in teaching reading at SMA Muhammadiyah 1 Malang.
2. To describe the way how the English teacher apply the methods in teaching reading at SMA Muhammadiyah 1 Malang.
3. To know the students' response toward the methods used by the English teacher in reading at SMA Muhammadiyah 1 Malang.

1.4 Scope and Limitation

The scope of this study is on the teacher's methods, the implementation of the methods, and the students' response toward the methods used by the English teacher in teaching reading. This study is limited to one of the English teachers of SMA Muhammadiyah 1 Malang who teaches the tenth grade students SMA Muhammadiyah 1 Malang.

1.5 Research Significance

The study has two kinds of significance, they are practical and theoretical significance. Practically, the result of this study will be useful for the English teachers. It can give them important information about the kinds of methods that can be used in teaching reading to make the teaching process more effective. Moreover, by knowing the students' response toward the method used by the teacher in teaching reading, it will give feedback for the English teachers to improve and evaluate the methods used in teaching reading and choose the most suitable ones for different activities in the reading class. Theoretically, this study will give a good contribution for the students of English department who will have the same topic for their future study. It will be as a source of supporting evidence on the topic and to be used as one of the references related to their thesis.

1.6 Definition of the Key Terms

To avoid misunderstanding of the key terms used in this study, the writer gives four definition of the key terms as follows :

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000). In this study, teaching is an activity where the teacher gives some materials to the students in the classrom.

Reading can be thought of as a way to draw information from a text and to form an interpretation of that information (Grabe and Stoller, 2013). In this study, reading is a process of looking at a series of written symbols and getting meaning form them.

Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described (Richards and Rodgers, 2001). In this study, method is a programmed procedure that is defined as part of a class and included in any object of the class.

Response a stimulus is any event that can potentially influence behavior, whereas a response is particular intance of a behavior (Powell, et al.,2002). Response is the act of responding or reaction of question, experinces, or some others stimulus that can come from the enviroment event. In this study, response means the students' reaction toward the methods used by the English teacher in teaching reading at SMA Muhammadiyah 1 Malang.